

PERCEPTUAL PATTERNS OF ADMINISTRATORS AND TITLE  
IV ADVISORY COMMITTEE MEMBERS REGARDING  
EDUCATIONAL GOALS AND PROGRAM NEEDS OF  
INDIAN STUDENTS IN OKLAHOMA PUBLIC  
SCHOOLS

By

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## CHAPTER I

### INTRODUCTION

Two hundred years ago, Cornplanter, conferring with President George Washington on behalf of the Senecas, requested that education of his fellow tribesmen be made a clear provision of the peace treaty being negotiated then.

Father, you give us leave to speak our minds concerning the tilling of the ground. We ask you to teach us to plough and to grind corn; that you will send smiths among us, and above all, that you will teach our children to read and to write, and our women to spin and to weave (3, p. 54).

Such was the initial request formally addressing Indian concerns for education within the new nation. Yet through the centuries this request has not been fulfilled. Only within the present century has major legislation been enacted to attempt to remedy problems that remain.

Over the past decade, human problems created by years of neglect and discrimination, coupled with increased militancy, have generated public concern for the plight of United States citizens of Native American descent (31, p. 5).

Although neglect has not meant total ignoring of the problem in the past, certainly factors of discrimination have contributed to unsatisfactory conditions now existing. The concern that has been a part of the earlier actions did lead the federal government through a series of programs that have changed with passing years: Bureau of Indian Affairs boarding schools, BIA day schools, federally subsidized public schools--these have been major parts of the educational plan as it has continued

through its development.

Since the late nineteenth century, the federal government has been financing, in one way or another, the education of American Indian children in public schools. However, problems attending these measures of support have always been serious and extensive. The complex and difficult relationships of Indian and non-Indians cut across the tensions of having both federal and state-local jurisdictions. Furthermore, changing United States policy towards Indians has usually been reflected closely in policies toward educating Indians. Yet, one trend has continued throughout the numerous changes in policy: more and more Indian children are being educated in public schools, fewer and fewer receive education in Bureau of Indian Affairs operated schools (28, p. 1).

This trend has been established most clearly with the enrollment of large numbers of Native American children after the Citizenship Act of 1924. It was given added impetus by the Johnson-O'Malley Act of 1934 and other legislation which provided some federal aid to public schools which included Indian students among their enrollment figures (28). Since then, for some fifty years, the federal government has made several additional attempts to cope with problems raised by the accelerating numbers of Indian students enrolled in state-supported public school systems (23).

Recently concerns regarding the effectiveness, coordination, and adequacy of federal funds spent for the education of Indian children in public schools have been expressed. The BIA, the National Center for Education and Research Development, as well as several individual researchers have reported on their findings: Indian students continue to drop out of programs at a high rate, despite federal funding of

public schools (12) (30) (32).

Projects attempting to address problems in education of Indian students have increased measurably since the enactment of the Indian Education Act of 1972, Title IV, Public Law 92-318 (31). (See Appendix D for comparison of schools participating in federally funded programs for Indian education.) The 1972 Act has been the only legislation administered by the Office of Education to directly address the educational needs of Indian children. Specifically, Part A of the Act authorizes the Office of Education to grant financial assistance to local education agencies for elementary and secondary programs. In this section, the Act clearly identified motivation for this aid and sets forth criteria which schools must meet in qualifying for the support. Provisions for implementing programs are also delineated to facilitate construction of curricula that will be beneficial to the Native American students of that particular school.

The new awareness of the federal government (Congress) of the need for change in curriculum, attitudes, teaching techniques, and in increasing relevancy of materials has afforded the opportunity for the local administrator to address the special needs of the Native American students attending his own public school. Furthermore, the already growing Indian interest in the education of Indian children has been intensified and expanded by the intent of the law and by its clearly expressed requirements for Indian involvement and input into program changes or proposals.

The growth in the numbers of projects and numbers of Indian students involved during the short term of operation is an indication of the acceptability of the intent of the Act and of an active recognition of

the need for the Act by both the grantee agencies and the Indian communities as well (32). Statistics show a marked increase in numbers of schools attempting to promote relevant education for their Native American students through application of Title IV funds (Appendix E).

Relevant Indian education shaped by Indian participation in determining program focus and selecting activities is the major thrust of the Title IV Act. This Act attempts to respond to a negative educational program Indians have found themselves in like the one the late Robert Fitzgerald Kennedy related (34). This Act is the only legislation which supports and encourages delving into areas of Indian culture and tradition in order to reinforce pride in Indian heritage and to create a more worthwhile relationship between the Native American child and the local school system in which he or she learns. The application of the objectives of this Act is, however, the responsibility and problems of that individual school. Participating schools have to address this responsibility through cooperative efforts of the administration and the counselling board.

There is, then, a clear need to provide quality education to all American Indian youth. Unfortunately, this need has not yet been met, according to the reports evaluating public school education. The U. S. Department of Health, Education, and Welfare has stated that public school education has not to date met the needs of Indians. Even though many schools have responded to the availability of Title funds and made some efforts to comply with the Act, evidence that current educational programs remain largely ineffective in reaching American Indian youth appears in the following statistical information:

1. Thirty-seven percent of the adult Indian heads of households have not completed grade school; only 14 percent have completed high school.
2. Among Indian school youth, the dropout rate ranges from 45 percent to 62 percent; 50 percent of the total number of Indian pupils have high rates of absenteeism (31, p. 5).

It has been reported that the dropout rate for Indians in Oklahoma is approximately 10 to 15 percent higher than for white students (30). Different tribes may encounter different problems in schools and thus have different attendance figures. For example, the Kiowa recorded a dropout rate of 45.6 percent; the Cherokee 45 percent (19). During the 1968-69 school year, approximately 45 percent of all Indian pupils who attended public school in Oklahoma failed to finish high school (33).

Recently, a report by the Oklahoma State Advisory Committee to the U. S. Civil Rights Commission emphasized the failure of public schools to relate to the Indian students' needs. It identified a general misuse of Johnson-O'Malley (JOM) funds which were to set up programs more relevant to Native American students but oftentimes changes in numbers of Indian students completing the programs did not occur (12).

The cause of continued failure or high dropout rates among Indian pupils remains to be analyzed: Are the programs offered to them not sufficiently relevant to retain their interest and develop their skills, or are these students just incapable of completing the programs (32)? According to Trimble and other studies, the answer lies, for the most part, in the fact that the curriculum used in many local school districts, even in those having a large Indian enrollment, continues to disregard the needs of the Native American students (32). Although an assessment of these needs is a requirement of compliance with the Title IV Act, further research reveals that shortcomings in defining needs

have often existed within a district.

A recent study of Oklahoma Indian educational needs completed by the College of Education at Oklahoma State University indicates that while certain schools have made some effort to address clearly defined needs of their Indian students, many more schools which are eligible for Title IV funds have failed to use them for curriculum development (18). The National Advisory Council for Vocational Education concludes that Indian parents must be given more input into curriculum planning for vocational schools as well (16).

Research reveals that some schools which have applied for funds have not employed them in effectively remedying the problems that exist, so further work needs to be done in evaluation of needs and assessing the effectiveness of programs set up to meet those needs. An awareness of the differences in perception of those needs and the action taken to fulfill them can be achieved by a comparison of them as done in the current study. Certainly, with the proliferation of programs for Indian education, there is an increasing need for significantly more meaningful evaluations of these programs. Parents, administrators, and representatives of funding agencies often disagree on the criteria used in evaluation because of differing goals and interests (23).

#### Significance of the Problem

There are no Bureau of Indian Affairs (BIA) or State Education Association (SEA) involvements in the Title IV funding. Therefore, some of the basic conditions a local school administrator must satisfy in applying for Title IV financial aid are these: (1) to conduct a needs assessment; (2) to obtain open consultation, including at least

one public hearing with the Indian population to be served by the adopted curriculum; (3) to assure that the program has been developed with the formal participation and approval of a parent committee, properly selected with fifty percent or more Indian parents; and (4) to design the program to meet the specific educational needs of Indian children as well as those of other children.

Title IV legislation, in urging and supporting changes in public school education, is based, in part, on the assumption that public schools are not currently reflecting the goals which the Native American community members consider to be important, and that the performance of the schools in offering educational opportunities to the Indian pupils is thus inadequate. This irrelevancy of public school programs to the Indian students has been shown in study after study (12) (18) (32) (34). Specific needs assessments also reveal some of the problems in curriculum offerings. The present study extends the OSU study of Oklahoma Indian education to include additional data for guiding program construction and evaluation of current programs. That is, it provides a clearer base for evaluating the accountability of an operating or a proposed program.

#### Purpose of the Research

The purpose of this research is to investigate and compare the perceptual patterns held by public school administrators and Title IV parent advisory committee members relative to the educational goals and needs of American Indian children attending public schools in which they serve. Additional information was obtained from public school administrators and Title IV parent advisory committees as to their agreement

within ranking of educational goals and needs of Indian children.

#### Questions for Study

1. What perceptual patterns exist as expressed in the educational goals of American Indian children as reported by administrators and Title IV parent advisory committee members?
2. What perceptual patterns exist as expressed in the educational program needs of American Indian children as reported by administrators and Title IV parent advisory committee members?
3. Is there a relationship between expressed educational goals as reported by administrators and Title IV parent advisory committee members in relation to ranking of those goals?
4. Is there a relationship between perceived educational program needs as reported by administrators and Title IV parent advisory committee members as related to ranking of those needs?
5. What is the extent of agreement within the administrator's group and within Title IV parent advisory group in ranking educational goals for Indian students?
6. What is the extent of agreement within the administrator's group and within Title IV parent advisory group in ranking the educational program needs of schools serving Indian children?



## Definitions

Goals. Goals refer to eighteen goal statements on Indian education needs assessment project.

Needs Assessment. Needs assessment refers to the combined effort of school staff and community members to determine a priority of goals for their schools, and a present evaluation of the performance of their schools.

Public School Administrators. This group was defined as those individuals who served as superintendents, principals, and other public school administrators of schools who operated JOM and Title IV programs during the school year of 1975-1976.

Title IV Committee Members. This group was defined as those individuals who served on a Title IV (Indian Education Act, Part A) Parent Advisory Committee.

Title IV Indian Children. This group was defined as members of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the state in which they reside. Included are descendants, in the first or second degree, of any member, along with those considered by the Secretary of the Interior to be Indian for any purpose.

## Limitations of the Study

In general, the major limitation of the study result from the time frame within which the study was conducted. These include:

- (a) The short period of time for data collection at each site imposed severe restrictions on the field team for each of

the Title IV meetings.

- (b) There is some difficulty in applying compliance criteria uniformly at the different sites relative to the Title IV boards, although this is a minor concern since most of the ratings are objectively based.
- (c) The instrument itself is "non-Indian" in the fact that the goals section was an adoption of the Phi Delta Kappa Individual Goal Rating Sheet (24).

#### Summary

The public schools have frequently been criticized for not adequately reflecting the goals which their communities have in mind for their schools, and for performance of students that is inadequate as well. While much of the criticism has been from white parents concerned with the education of their own children, currently the demands for accountability now include parents of Native American students as well. Evaluation of programs can be effective in guiding new and improved programs only if these differences in perceptions and expectations are dealt with prior to setting up and implementing the programs. This study attempts to clarify the significance of comparing perceptions among the persons who are responsible for educational curricula, so that relevant and adequate programs can be developed. A recognition of the differences in perception of the educational goals and program needs will allow additional progress to be made in relation to the guidelines set forth by the Title IV, Part A, Indian Education Act of 1972.

## CHAPTER II

### REVIEW OF SELECTED LITERATURE

Starting with the premise that education is not working well for society as a whole, and that it is working even less well for Indian students, a conclusion that new goals and new solutions are needed can be easily reached. The question that must be addressed in response to that conclusion is significant: "Who will choose the solutions?"

The purpose of this chapter is to review the important literature and empirical research regarding educational accountability, and also to explore basic issues in education that are relevant to the problems public education has had in addressing the needs of Native American students.

#### Definition of Accountability

Studies attempting to define, analyze, or assess educational accountability have proliferated within the past ten years, with increased demands from parents and businessmen to promote better quality among high school graduates. Such intensive and extensive treatment of a topic indicates clearly its continued significance and relevance to both educators and critics of education today.

A recent study by Howdeshell (11) synthesizes definitions which have been offered by various authors and committees to be used as guidelines in setting up their school programs. The following are relevant to this

present study of Indian education in Oklahoma.

Educational accountability has been defined as:

. . . the theory that teachers and school systems may be held responsible for actual improvement in pupil achievement and that such improvement is measurable through tests of teacher effectiveness constructed by outside agencies (9, pp. 5-6).

That is, students have to be taken from one state in their learning process through another. This definition demands that the system be accountable for student failure or dropout, then, if he is not seen to make this progress.

Common to the theory of educational accountability is this idea that educators are to be held responsible for educational outcomes (1). Therefore, if the schools are accountable for pupil performance, then all professional educators and supportive personnel within the system are responsible for their prescribed duties and are held accountable to superiors for results (4) (15).

Among educators there is agreement that accountability implies "a more formal assignment of responsibility within the regulatory process than currently is made" (33, p. 6). Duncan (6, p. 28) has summarized the elements of educational accountability to include the following:

1. It should measure program effectiveness based on stated real goal accomplishment in a time frame.
2. It should report results on a multidimensional format to the interested public of the educational enterprise, both internal and external.
3. It should be a dynamic process that makes the educational enterprise, both internal and external.
4. It should be related to comprehensive educational planning and show that the programs generated are economical in terms of opportunity costs.

5. The system by which accountability is satisfied should be flexible enough to provide input to regenerate the system through constant evaluation and feedback which serves as a guide to program formulation, revision, or termination.
6. It should relate measurable educational goals to societal goals and should demonstrate common involvement in goal setting.

Particularly points 1, 3, 5, and 6 relate directly to the intent of the Indian Education Act's requirements in funding Title IV programs. These points are to be considered carefully in the selection and utilization of the advisory board made up of parents representing both the Indian community and the white community.

An additional definition expands the scope to include the concern of the students themselves and their abilities developed through the program. Accountability means a

. . . guarantee that all students without respect to race, income or social class will acquire the minimum school skills necessary to take full advantage of the choices that accrue upon successful completion of public schooling (20, p. J-1).

Many varied factors have contributed to the movement toward accountability in public schools. In most cases, some federal impetus seemed to be one of the underlying causes. With the wording of the Indian Education Act specifically directing the construction of programs for the participating schools, some general guidelines for accountability have been set up.

#### National Attitudinal Polls

Parent accountability, as opposed to teacher, school, or pupil accountability, was explored in the 1971 Gallup poll. The question was stated as follows:

When some children do poorly in school, some people place the blame on the children, some on the children's home life, some on the school, and some on the teachers. Of course, all of these things share the blame, but where would you place the chief blame (7, p. 94)?

Fifty-four percent of the adults responded that the child's home life was the chief cause of poor pupil performance. Only 14 percent named children, 8 percent teachers, and 6 percent the school (7, p. 94).

To further explore parent accountability, a follow-up question was asked. The adults were asked if they favored monthly parent meetings to find out what parents could do at home to encourage improvement of the child's behavior and interest in school. Eighty-one percent of all adults favored the idea, and 80 percent of the parents favored the idea (7, p. 95). This high percentage of support for parent accountability revealed a cooperative role of parents with the schools.

The following two surveys (1972, 1973) included the same question concerning who had the chief blame for pupil failure. The majority for each year felt that the child's home was the chief cause. However, an additional question in the 1972 poll revealed that only 37 percent of the public school parents had attended any meeting during the school year in which the major topic was how parents could help improve children's behavior and interest in school. Sixty-one percent reported that they had not attended any meeting during the school year which dealt with that subject (7, p. 147). According to the 1972 poll, even though a majority of public school parents indicated their willingness to attend monthly meetings to help improve their children's behavior and interest in school, only 37 percent of the parents attended any meeting dealing with this subject.

### Accountability in Indian Education

In general, studies of educational accountability have been concerned with education of white children or major minority children such as Black Americans. Studies and research into accountability of educational programs addressing the needs of Native American children have been largely lacking until quite recently. The birth of research in the area points to a significant concern of the present study of the needs assessment. Not only does the local administration need to become aware of what pupils' and parents' expectations and desires are in the way of education, school leaders must be responsible in setting up relevant programs and in applying evaluation tools to assess success in meeting those expressed needs.

Early studies (21) indicated that problems in education of Indian students stem from poor attitudes toward the schools held by parents and children who rated educational goals low. If the children did not learn, it was considered to be the fault of parents, not the schools. In such cases, there is little reason for the school to change and, thus, they did not (21). However, new demands for accountability and new research have shown that parents and children are not solely responsible for the problems Indian youth have had in completing school programs (23).

Writers on accountability call for real parent input and decision-making, not just placation of the public and the use of organizations to "yea-say" present school policy and programs (27, p. 294).

Thus, a system must be devised to give local school boards and committees actual control and to assure their responsiveness to each

segment of the community and the overall community. This is the intent of Title IV with regard to Indian children.

An illustration of increased achievement as a result of parent participation in an Indian context is the report of Janice Weinman of the San Juan and Santa Clara Pueblos (35). She concludes that:

Actual control of education	→	greater relevancy of adult behavior	→	sense of efficacy by adult generation	→	motivation of children to achieve
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She sees differences even between the two Pueblos and stresses the need for flexibility and differential treatment which local control allows. She states the initial value of local control to be defining which skills and aspects of Indian culture should be included in the education program, thus making it more relevant to community values and needs (35, p. 507).

#### Summary

It is now generally agreed that present school systems are not meeting the needs of children and particularly Indian children and children of lower socio-economic backgrounds. While many solutions have been proposed, ranging from compensatory programs to abolition of the schools themselves, it becomes important to ask who will choose the solutions--the federal government, the state government, the local school boards, the school administrations, or the parents. Each of these has in the past had some part in setting up educational programs for the American Indian students.

Several factors have contributed to the nationwide movement toward accountability. With the push from the federal government for effective



evaluations of federally funded educational programs. There is a much needed link between the school and the area's residents, whom it serves. By involving parents in this type of endeavor, it forces the curriculum to become relevant in terms of reflecting the cultures of the Indian community.

## CHAPTER III

### METHODOLOGY

This study was conducted to explore what perceptual patterns exist as expressed in the educational goals and program needs as reported by public school administrators and Title IV parent advisory committee members relative to their perception of the educational goals and needs of American Indian children attending schools in which the two groups serve. Chapter III presents a description of methods and procedures that were utilized in this study. The presentation is divided into the following sections: development of the questionnaire, selection of participants, statistical treatment of data, and summary.

#### Development of the Questionnaire

The survey instrument used in this study consisted of two major sections. The first part was designed to determine perceived educational goals for Indian students, and the second part was designed to determine what types of educational programs were perceived as being needed for Indian students.

From a review of the literature concerned with Indian education, over 100 goal statements and program need items were identified as being relevant to the Oklahoma Indian education. These items were combined into a first version of the needs assessment questionnaire. The needs assessment questionnaire was then administered to a pilot group of

American Indian students at Oklahoma State University. After the questionnaire was administered and revised, it was then administered to a second group of American Indian students. The needs assessment questionnaire, known here as the Educational Goals and Needs Survey (EGNS), was again revised and the final version appears in Appendix A.

### Selection of the Participants

During the 1975 fiscal year, the Office of Indian Education of the Department of Health, Education, and Welfare reported a total of 205 Part A projects in Oklahoma which also represents a total of 205 Parent Advisory Committees (PAC). First, all projects were categorized as being located in Eastern Oklahoma (that portion of Oklahoma served by the Muskogee Area Office of the Bureau of Indian Affairs) or Western Oklahoma (that portion of Oklahoma served by the Anadarko Area Office). Next, both Eastern and Western Oklahoma Title IV projects were further divided into those projects located in rural school districts (total K-12 school enrollment  $\leq 10,000$ ) and those located in urban school districts (total enrollment  $\geq 10,000$ ). This stratification process yielded 147 projects in rural Eastern Oklahoma, one project in urban Eastern Oklahoma, 53 projects in rural Western Oklahoma, and four projects in urban Western Oklahoma.

The projects in all four categories were then clustered according to their respective counties. A cluster contained from one to five counties, with each county containing from one to nine Title IV projects. The clustering process yielded 18 clusters in rural Eastern Oklahoma, one cluster in urban Eastern Oklahoma, five clusters in rural Western Oklahoma, and one cluster in urban Western Oklahoma. Of the 18 rural

Eastern clusters, five were randomly selected for participation in the study. The one cluster in urban Eastern Oklahoma, five clusters in rural Western Oklahoma, and one cluster in urban Western Oklahoma were selected for participation in the study.

In order to gain input from the Title IV Parent Advisory Committees, it was decided, according to a random sampling procedure process, to administer the questionnaire in a group meeting. As a result of the eleven meetings and one mailout procedure, the total yield was 85 responses from the Title IV Parent Advisory Committee group. Appendix C shows the final sample of Title IV Parent Advisory Committees included in the survey.

Public school administrators were selected based on their current status of public school districts that conducted Indian education activities under Johnson O'Malley (JOM) support during the 1974-75 school year were selected. The following two general criteria were utilized to develop the sample.

- A. Evidence of a JOM Project, 1974-75 (excluding Oklahoma City and Tulsa Public Schools).
- B. Geographical representativeness of each of the major populations of the state where Indian people reside.

All counties that had at least one public school JOM project were included in the population to be sampled. This amounted to 27 counties consisting of 104 school districts in Eastern Oklahoma, under the jurisdiction of the Muskogee Area Office of the Bureau of Indian Affairs (BIA), and 16 counties, consisting of 39 school districts in Western Oklahoma under the jurisdiction of the Anadarko BIA Area Office. In the random selection of 30 counties, county names were listed on separate

slips of paper and placed in a "hat". Eighteen slips of paper bearing Eastern county names and 12 slips bearing Western county names were drawn from the hat, for a list of 30 counties.

To this list, respective lists of JOM school districts resident to those counties were added and numbered from 1 to n in alphabetical order. Slips of paper were then placed in a "hat" bearing a number for each school district in County A, B, C, etc. An independent drawing then took place for each county on the master sample list previously identified. In those counties possessing only one JOM school district, no drawing took place and that district was immediately placed on the final list and considered to be in the final sample. This process produced a total of 30 sample school districts, 18 East and 12 West. To this final sample Oklahoma City and Tulsa Public Schools were added in order to incorporate representation from the urban areas of the State. Appendix B shows the final sample of 32 schools included in the survey.

In addition to the sample schools, public school administrators were surveyed while in attendance of the annual administrators meeting held on the campus of Oklahoma State University in June 1975. A total of 127 responses was received from the group of public school administrators.

#### Statistical Treatment of Data

Since this study was conducted in order to investigate the perceptual patterns that may exist in the expressed educational goals and program needs of Oklahoma Indian children as reported by the two groups, the responses were analyzed by means of the computer, utilizing the Statistical Package for the Social Studies (SPSS) version 5.01 (17,

p. 468). The factor-analysis subprogram in (SPSS) routinely handles R-type analysis. R-analysis, with its concomitant factor analysis, enabled the researcher to identify the number and nature of similarly perceived educational goals and program needs as reported by the administrative and Title IV committee member populations.

The R-analysis technique is similar in concept to the more widely used Q-analysis pioneered by Stephenson (26). In Q-analysis, persons for some sample of tests or statements are intercorrelated and factor analyzed to identify the number and nature of underlying variables. R-analysis, on the other hand, involves correlation and factor analyzing the tests or items for some sample of persons. The correlations and factors indicate empirical similarities in the tests or items.

For this study, R-analysis was used to determine the degree of similarity among the 18 goal statements and among the 43 need statements in the way they "ordered" the administrative and committee member respondents. The 324 intercorrelated goal statement rankings for each set of respondents and the 1,849 intercorrelated need statement rankings for each set indicated a tendency for respondents who agreed with one goal or need to agree with another and for those who did not agree with one goal or need not to agree with another. The correlations were then factor analyzed using Varimax factor rotation, and the goals and needs which loaded high on the same factors were examined for probable common characteristics.

For measures of the correlation between two sets of rankings of educational goals and program needs the Spearman correlation was used in this study (10, p. 283). The correlations were accepted as significant at the .05 level.

In order to consider a measure of relation among several rankings of goals and educational program needs the Kendall coefficient of concordance (W) was used. According to Siegal the W coefficient may determine the association among sets of ranking (22, p. 237). The test for significance of (W) was determined by computing chi-square ( $\chi^2$ ) and was accepted as significant at the .05 level (10, p. 265).

### Summary

For this study, 128 administrators and 85 Title IV parent advisory committee members were asked to rate 18 educational goals and 43 need statements as they pertain to Oklahoma Indian students attending the public schools of the State. The statements were then intercorrelated for each set of respondents and factor analyzed to determine overall similarities among the statements. Factor analysis reduces a multiplicity of measures to greater simplicity. It tells, in effect, what items belong together.

Each factor was rotated using Varimax rotation to aid in identification of clusters in the R-matrix. Once derived, the rotated factors reveal similarities among goals and needs in the way they "ordered" the administrator and committee member respondents.

Spearman rank order correlation was used to determine the relationship between the expressed goals and needs as reported by the two groups.

The Kendall Coefficient of Concordance was used to measure the relation among ranking of the two groups. This measure is useful, because the researcher was interested in the interjudge or interest reliability and clustering of the factors as perceived by the two groups.

## CHAPTER IV

### RESULTS OF THE STATISTICAL ANALYSIS

This study was conducted to investigate the perceptual patterns as expressed by public school administrators and Title IV parent advisory committee members relative to their perceptions of the educational goals and needs of Indian children attending public schools in which they serve.

The data gathered for this study were obtained through on-site visitations and mail-survey instruments as a part of the Oklahoma Indian Education Needs Assessment Project during the period from February, 1975, to March, 1976.

The population for this study consisted of Oklahoma public school administrators and Title IV parent advisory committee members which were involved in either implementing or an on-going Title IV program within their community. From this population, a representative sample of administrators and Title IV parent advisory committee members were randomly selected.

A presentation and analysis of the data will be presented in this chapter. Each question for study is repeated and the findings will follow.



## R-Analysis

An R-analysis of mean ranking correlations of the 18 educational goal statements and 43 educational need statements by school administrators and Title IV parent advisory committee members was conducted. As explained in Chapter III, R-analysis involved correlating each goal statement or need statement's ranking with every other goal or need statement for both sets of respondents. The correlations were then factored using Varimax factor rotation to determine patterns of similarities among statements in the way they "ordered" the respondents. For each group of respondents,  $18 \times 18 = 324$  -- goal statement and  $43 \times 43 = 1849$  -- need statement correlations were factored for statements that loaded high on the same factors. These factors and their factor loadings are reported in Tables I, II, III, and IV.

### R-Factor Loadings for Educational Goals

Table I shows the R-factor loadings for educational goals as seen by administrators. The R-analysis yielded five factors or clusters of goal statements, representing similar levels of interest as reported by administrators.

Table II shows the R-factor loadings for educational goals as seen by the Title IV parent advisory committee members. The R-analysis yielded four factors or clusters of need statements.

### R-Factor Loadings for Educational Program Needs

Table III shows the R-factor loadings for program needs as seen by the administrators. The R-analysis yielded fourteen factors or clusters

TABLE I  
R-FACTOR LOADINGS FOR EDUCATION GOALS  
AS SEEN BY ADMINISTRATORS

Goal	Factor				
	I	II	III	IV	V
A	0.854				
B	0.604				
E	0.556				
H	0.404				
K	0.432				
C		0.461			
D		0.454			
F		0.503			
P		0.336			
R		0.759			
H			0.409		
K			0.411		
P			0.748		
Q			0.677		
F				0.477	
I				0.555	
J				0.541	
M				0.603	
B					0.386
L					0.395
M					0.528
N					0.655

TABLE II  
R-FACTOR LOADINGS FOR EDUCATION GOALS  
AS SEEN BY TITLE IV  
COMMITTEE MEMBERS

Goal	Factor				
	I	II	III	IV	V
A	0.572				
B	0.485				
E	0.504				
F	0.501				
G	0.740				
H	0.658				
J	0.500				
L	0.669				
I		0.479			
J		0.604			
O		0.728			
P		0.473			
Q		0.547			
B			0.449		
C			0.536		
K			0.511		
N			0.613		
P			0.618		
Q			0.603		
D				0.884	

TABLE III

## R-FACTOR LOADINGS FOR EDUCATION NEEDS AS SEEN BY ADMINISTRATORS

Need Number	Factor													
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV
7	0.557													
15	0.790													
34	0.772													
35	0.753													
9		0.503												
26		0.569												
27		0.706												
30			0.495											
31			0.892											
32			0.600											
4				0.696										
5				0.725										
41					0.726									
21						0.586								
19							0.696							
38							0.697							
25								0.590						
29								0.726						
2									0.756					
16										0.574				
22										0.493				
39											0.482			
42											0.731			
43												0.424		
12													0.435	
18													0.594	
														less than .4

TABLE IV

R-FACTOR LOADINGS FOR EDUCATION NEEDS AS SEEN  
BY TITLE IV COMMITTEE MEMBERS

[illegible]

of need statements which accounted for one-hundred percent of the variance.

Table IV shows the R-factor loadings for program needs as seen by the Title IV parent advisory committee members. The R-analysis yielded 15 factors or clusters which accounted for one-hundred percent of the variance.

#### Question I

What perceptual patterns exist as expressed in the educational goals of American Indian children by public school administrators and Title IV parent advisory committee members?

#### Administrators' Goal Statement Analysis

Factor I statements all concern goals related to effective participation in a democracy and all five goals comprising the factor are among the ten most important goals cited by administrators for Indian education. For the goal clusters (see Table V). Also, the percent of variance and the eigenvalue will be reported with the table.

Factor II statements concern skills development through general education, and three of the five goals (D, P, and R) comprising the factor appear among the ten most important goals for Indian education as perceived by administrators (see Table VI).

Factor III statements concern developing a positive self-image by Indian students. All four of the goal statements comprising Factor III appear among the ten most important goals as perceived by administrators (see Table VII).

TABLE V  
 FACTOR I GOAL STATEMENTS AS  
 SEEN BY ADMINISTRATORS

Goal	Goal Statements		
A.	Learn to be a good citizen.		
B.	Learn how to respect and get along with people who think, dress, and act differently.		
E.	Understand and practice democratic ideas and ideals.		
H.	Learn to respect and get along with people with whom we work and live.		
K.	Develop a desire for learning now and in the future.		
	Percent of variance	69.1	Cumulative Percent 69.1
	*Eigenvalue	6.43	

\* Eigenvalue is equal to the sum of squared factor loadings over all variables for that factor.

TABLE VI  
FACTORS II GOAL STATEMENTS AS SEEN BY ADMINISTRATORS

Goal	Goal Statements		
C.	Learn about and try to understand the changes that take place in the world.		
D.	Develop skills in reading, writing, speaking, and listening.		
F.	Learn how to examine and use information.		
P.	Develop pride in work and a feeling of self-worth.		
R.	Gain a general education.		
	Percent of variance	10.2	Cumulative Percent 79.3
	Eigenvalue	.95	

TABLE VII  
FACTOR III GOAL STATEMENTS AS SEEN BY ADMINISTRATORS

Goal	Goal Statements		
H.	Learn to respect and get along with people with whom we work and play.		
K.	Develop a desire for learning now and in the future.		
P.	Develop pride in work and a feeling of self-worth.		
Q.	Develop good character and self respect.		
	Percent of variance	8.5	Cumulative Percent 87.2
	Eigenvalue	.79	



Factor IV goal statements concern developing vocational skills. Only one of the four statements (I, ranked ninth) was among the ten most important educational goals as perceived by administrators (see Table VIII).

TABLE VIII  
FACTOR IV GOAL STATEMENTS AS SEEN BY ADMINISTRATORS

Goal	Goal Statements		
F.	Learn how to examine and use information.		
I.	Develop skills to enter a specific field of work.		
J.	Learn how to be a good manager of money, property, and resources.		
M.	Practice and understand the ideas of health and safety.		
Percent of variance	6.5	Cumulative Percent	94.3
Eigenvalue	.60		

The four Factor V statements concern developing social skills. Only one of the statements appears among the ten most important goals as perceived by administrators (see Table IX).

TABLE IX  
FACTOR V GOAL STATEMENTS AS SEEN BY ADMINISTRATORS

Goal	Goal Statements		
B.	Learn how to respect and get along with people who think, dress, and act differently.		
L.	Learn how to use leisure time.		
M.	Practice and understand the ideas of health and safety.		
N.	Appreciate culture and beauty in the world.		
	Percent of variance	5.7	Cumulative Percent 100.0
	Eigenvalue	.53	

#### Title IV Parent Advisory Committee Members' Goal

##### Statement Analysis

The R-analysis of educational goal statements by Title IV committee members yielded four factors, or clusters of statements, with underlying similarities. Each factor represents a tendency for committee members who were interested in or not interested in one statement to be correspondingly interested or not interested in another. These factors and their correlations are shown in Table IV.

The Title IV advisory committee members yielded four factors, or groups of statements, that clustered together, representing similar levels of interest for the committee members. The factors are listed in Table II.

The eight Factor I statements all concern goals related to effective participation in a democracy. Three of the statements (A, B, and H) were among the ten most important goals for Indian education as perceived by the committee members (see Table X).

TABLE X  
FACTOR I GOAL STATEMENTS AS SEEN BY TITLE IV  
PARENT ADVISORY COMMITTEE MEMBERS

Goal	Goal Statements
A.	Learn how to be a good citizen.
B.	Learn how to respect and get along with people who think, dress, and act differently.
E.	Understand and practice democratic ideas and ideals.
F.	Learn how to examine and use information.
G.	Understand and practice the skills of family living.
H.	Learn to respect and get along with people with whom we work and live.
J.	Learn how to be a good manager of money, property, and resources.
L.	Learn how to use leisure time.
Percent of variance	70.8
Cumulative Percent	70.8
Eigenvalue	6.91

The five Factor II statements all concern vocational training as viable goals for Indian programs. Moreover, the committee members ranked statement I, eight; P, third; and Q, first among the ten most important educational goals of Oklahoma Indian students (see Table XI).

TABLE XI  
FACTOR II GOAL STATEMENTS AS SEEN BY TITLE IV  
PARENT ADVISORY COMMITTEE MEMBERS

Goal	Goal Statements			
I.	Develop skills to enter a specific field of work.			
J.	Learn how to be a good manager of money, property, and resources.			
O.	Gain information needed to make job selections.			
P.	Develop pride in work and a feeling of self-worth.			
Q.	Develop good character and self-respect.			
Percent of variance		12.1	Cumulative Percent	
Eigenvalue		1.18	82.9	

Factor III statements all concern the development of skills essential to participation in a changing world, and five of the six statements were among the ten most important goals for Indian education as perceived by committee members (see Table XII).

TABLE XII  
 FACTOR III GOAL STATEMENTS AS SEEN BY TITLE IV  
 PARENT ADVISORY COMMITTEE MEMBERS

Goal	Goal Statements		
B.	Learn how to respect and get along with people who think, dress, and act differently.		
C.	Learn about and try to understand the changes that take place in the world.		
K.	Develop a desire for learning now and in the future.		
N.	Appreciate culture and beauty in the world.		
P.	Develop pride in work and a feeling of self-worth.		
Q.	Develop good character and self-respect.		
	Percent of variance	8.7	Cumulative Percent 91.6
	Eigenvalue	.853	

Factor IV statements concern educating for basic skills and was second among the ten most important education goals for Indian education as perceived by committee members (see Table XIII).

TABLE XIII  
 FACTOR IV GOAL STATEMENTS AS SEEN BY TITLE IV  
 PARENT ADVISORY COMMITTEE MEMBERS

Goal	Goal Statement		
D.	Develop skills in reading, writing, speaking, and listening.		
	Percent of variance	8.4	Cumulative Percent 100.0
	Eigenvalue	.819	

#### Question II

What perceptual patterns exist as expressed in the educational program needs of American Indian children as reported by administrators and Title IV parent advisory committee?

#### Administrators' Need Statement Analysis

The R-analysis of educational need statements by administrators yielded 14 factors or clusters of statements with underlying similarities or commonalities. Each factor represents a tendency for administrators who were interested or not interested in one statement to be correspondingly interested or not interested in another. These factors and their correlations are shown in Table III.

Examining the common characteristics underlying each factor, the following patterns could be observed. The commonalities for all 14 factors will follow, and the first five greatest loaded factors will be exhibited by Tables XIV, XV, XVI, XVII, and XVIII.

TABLE XIV  
FACTOR I EDUCATIONAL PROGRAM NEED STATEMENTS  
AS SEEN BY ADMINISTRATORS

Need Number	Factor Statements
7	The school should provide Indian counselors for Indian students
15	There should be Indian parent advisory groups to review all books and materials relating to Indian people.
34	An advisory board made up of members of the Indian community to oversee all educational programs that relate to Indian children should be formed.
35	An Indian parent advisory board should be formed to oversee the costs and financing of programs related to Indian students.
Percent of variance	33.4                      Cumulative Percent    33.9
Eigenvalue	8.60

TABLE XV  
FACTOR II EDUCATIONAL PROGRAM NEED STATEMENTS  
AS SEEN BY ADMINISTRATORS

Need Number	Factor Statements
9	The school should provide special classes in reading and writing for Indian students with English language problems.
26	Tutors should be provided for students who need help with their classes.
27	There should be a place in the school for Indian students to study and get help with their classes.
Percent of variance	13.5                      Cumulative Percent    46.9
Eigenvalue	3.46

TABLE XVI  
 FACTOR III EDUCATIONAL PROGRAM NEED STATEMENTS  
 AS SEEN BY ADMINISTRATORS

Need Number	Factor Statements
30	There should be a follow-up program for dropouts to help them continue their education.
31	The school should have regular individual teacher/parent conferences to work on individual student problems.
32	Field trips to places of Indian interest should be available to all students.
Percent of variance	8.5                      Cumulative Percent    55.4
Eigenvalue	2.19

TABLE XVII  
 FACTOR IV EDUCATIONAL PROGRAM NEED STATEMENTS  
 AS SEEN BY ADMINISTRATORS

Need Number	Factor Statements
4	The school should provide classes in Indian history and culture.
5	The school should include Indian heritage in art, history, social studies, sports, and other classes
Percent of variance	7.1                      Cumulative Percent    62.5
Eigenvalue	1.81



TABLE XVIII  
 FACTOR V EDUCATION PROGRAM NEED STATEMENT  
 AS SEEN BY ADMINISTRATORS

Need Number	Factor Statement		
41	Funding for Indian programs should be based on actual financial needs of Indian students.		
	Percent of variance	5.9	Cumulative Percent 68.3
	Eigenvalue	1.51	

1. Factor I statements concern direct Indian involvement in educational programs (see Table XIV).
2. Factor II clustering were for special programs geared special needs (see Table XV).
3. Factor III needs were for developing an educational interest among Indian students (see Table XVI).
4. Factor IV needs involved accommodations to the preservation of Indian cultural heritage (see Table XVII).
5. Factor V needs statement involved funding of programs based on actual student financial need (see Table XVIII).

Factors I-V accounted for 68.3 percent of variance. Therefore the remaining nine factors are considered to be less important.

6. Factor VI needs statement was for special treatment for Indian students.
7. Factor VII need statements were for special vocational training

and training for the Indian community.

8. Factor VIII statements were clustered around citizenship education.
9. Factor IX needs statement was again demonstrating a concern for special programs.
10. Factor X clustering were concerned with special needs aspects for Indian students.
11. Factor XI statements exhibited the school's role in Indian education.
12. Factor XII need statement was concerned with funding under the Title IV Act (IEA) of 1972.
13. Factor XIII clustering yielded two statements, both of which were reflecting special conditions for Indian students with the school program.
14. Factor XIV clustering yielded no correlations which were greater than the set limit for consideration within this study.

Appendix G will show the eigenvalues, the percent of variance, and the cumulative percent for each of the 14 factor loadings for the administrators need statements.

#### Title IV Parent Advisory Committee Members

##### Need Statement Analysis

The commonalities for all 15 factors will follow and the first five greatest loaded factors will be exhibited by Tables XIX, XX, XXI, XXII, and XXIII.

TABLE XIX

FACTOR I EDUCATION PROGRAM NEED STATEMENTS AS SEEN  
BY TITLE IV PARENT ADVISORY COMMITTEE MEMBERS

Need Number	Factor Statements
19	The school should provide adult education for Indians in the community.
24	Indian students should be taught about their legal rights and their relationship to the federal government.
26	Tutors should be provided for students who need help with their classes.
28	A community center outside of the school for Indian students to study and get help with their classes should be provided.
29	The school should allow Indian student input in developing programs which are meaningful and interesting to the students.
30	There should be a follow-up program for dropouts to help them continue their education.
33	An opportunity for Indian students to earn money through part-time work while completing school should be provided.
36	The school should provide special classes for those Indian students having difficulty with arithmetic.
Percent of variance      23.8                      Cumulative Percent      23.8	
Eigenvalue      6.43	

TABLE XX

FACTOR II EDUCATION PROGRAM NEED STATEMENTS AS SEEN  
BY TITLE IV PARENT ADVISORY COMMITTEE MEMBERS

Need Number	Factor Statements
20	The school should provide free lunches and breakfasts for only those Indian students who cannot supply their own.
41	Funding for Indian programs should be based on actual financial needs of Indian students.
Percent of variance	9.4 Cumulative Percent 33.2
Eigenvalue	2.53

TABLE XXI

FACTOR III EDUCATION PROGRAM NEED STATEMENTS AS SEEN  
BY TITLE IV PARENT ADVISORY COMMITTEE MEMBERS

Need Number	Factor Statements
21	The school should provide free lunches and breakfasts for all Indian students.
22	The school should provide books and supplies for Indian students who cannot supply their own.
Percent of variance	9.1 Cumulative Percent 42.3
Eigenvalue	2.46

TABLE XXII

FACTOR IV EDUCATION PROGRAM NEED STATEMENTS AS SEEN  
BY TITLE IV PARENT ADVISORY COMMITTEE MEMBERS

Need Number	Factor Statements
4	The school should provide classes in Indian history and culture.
5	The school should include Indian heritage in art, history, social studies, sports, and other classes.
Percent of variance	8.0 Cumulative Percent 50.3
Eigenvalue	2.16

TABLE XXIII

FACTOR V EDUCATION PROGRAM NEED STATEMENTS AS SEEN  
BY TITLE IV PARENT ADVISORY COMMITTEE MEMBERS

Need Number	Factor Statement
32	Field trips to places of Indian interest should be available to all students.
Percent of variance	6.5 Cumulative Percent 56.7
Eigenvalue	1.75

1. Factor I need statements were for provisions of special attention for Indian students by the school (see Table XIX).
2. Factor II need statements clustered around the concern for special educational programs for financially underprivileged Indian students (see Table XX).
3. Factor III needs involved special treatment for Indian students not extended to all other students within the school (see Table XXI).
4. Factor IV need statements involved development of Indian cultural pride and heritage (see Table XXII).
5. Factor V yielded a single need statement which involved field trips to places of Indian interest for all students within the school (see Table XXIII).
6. Factor VI statements involved educational programs for Indians from early age to adulthood.
7. Factor VII statements reflected a pattern of concern for maintenance of Indian ethnic identity.
8. Factor VIII statements concerned student and parent involvement within the community and schools.
9. Factor IX statements, like Factor VI, involved educational programs from early age to adulthood with testing and guidance for career choice.
10. Factor X statements involved ethnic needs within the school's Indian population.
11. Factor XI statements involved positive self-image building opportunities for Indian students within the school.

12. Factor XII yielded a single need which was, "The school should provide training to Indian students in skills that could be useful to the community as a whole."
13. Factor XIII statements reflected concerns for special needs of Indian students as minorities.
14. Factor XIV statements again reflected statements concerning provisions for Indian students as minorities within the school.
15. Factor XV yielded only one need statement which was, "The school should have a regular teacher/parent conference to work on individual student problems."

Appendix G shows the eigenvalues, percent of variance, and the cumulative percents for the 15 factor loadings for the Title IV (PAC) need statements.

### Question III

Is there a relationship between expressed educational goals as reported by administrators and Title IV parent advisory committee members in relation to ranking of those goals?

Table XXIV shows the correlations of the ten highest ranks of educational goals statements as seen by administrators and Title IV committee members. The relation was high and positive  $r_s = .8166$ .

The majority of administrators named the following goals as being high priority:

- D. Developed skills in reading, writing, speaking, and listening.
- P. Develop pride in work and a feeling of self-worth.

TABLE XXIV  
CORRELATION OF TEN HIGHEST RANKS OF EDUCATIONAL GOALS  
AS REPORTED BY ADMINISTRATORS AND TITLE IV COMMITTEE

Goal	Administrators Rank	Title IV Committee Members Rank
Q	3	1
D	1	2
P	2	3
K	6	4
H	5	5
B	7	6
A	4	7
I	9	8
R	8	9
C	--	10

$$r_s = .8166$$

$$\alpha < .05$$



Q. Develop good character and self-respect.

The following goals were ranked low in priority by administrators:

I. Develop skills to enter a specific field of work.

E. Understand and practice democratic ideas and ideals.

The majority of Title IV committee members named the following goals as being high priority:

Q. Develop good character and self-respect.

D. Develop skills in reading, writing, speaking, and listening.

P. Develop pride in work and a feeling of self-worth.

The following goals were ranked low in priority by Title IV committee members:

R. Gain a general education.

C. Learn about and try to understand the changes that take place in the world.

#### Question IV

Is there a relationship between perceived educational program needs as reported by administrators and Title IV parent advisory committee members as related to ranking of those needs?

Table XXV shows the mean rank correlations of all 43 need statements. The relation was .4870, which indicates a moderate relation exists between the two groups.

#### Question V

What is the extent of agreement within the administrators' group and within Title IV parent advisory group in ranking educational goals for Indian students?

TABLE XXV

MEAN RANK CORRELATIONS OF EDUCATIONAL PROGRAM NEEDS AS SEEN BY  
ADMINISTRATORS AND TITLE IV COMMITTEE MEMBERS

Need Statement Number	<u>Administrators</u>		<u>Title IV Committee</u>	
	Mean	Rank	Mean	Rank
31	4.20	1	4.40	9.5
2	4.13	2	4.49	5
6	4.06	3	4.63	3
11	4.01	4	4.14	25
30	3.97	5.5	4.60	4
32	3.97	5.5	4.28	21
38	3.90	7	4.30	18
20	3.87	8	3.36	38
5	3.84	9	4.31	16.5
29	3.78	10	4.22	23
26	3.77	11	4.64	2
9	3.73	12	4.40	9.5
22	3.70	13	4.29	20
1	3.69	14	4.31	16.5
24	3.68	15	4.36	13
8	3.66	16	4.65	1
41	3.63	17	3.22	41
27	3.60	18	4.44	7
42	3.56	19	3.29	39
4	3.54	20.5	4.44	7
19	3.54	20.5	3.98	30
33	3.51	22	4.27	22
3	3.49	23	4.33	14
36	3.39	24	4.44	7
14	3.35	25	4.06	28
39	3.34	26	1.61	43
25	3.31	27	3.87	32
16	3.30	28	4.15	24
23	3.29	29	4.05	29
18	3.15	30	4.09	27
12	3.12	31	3.92	31
35	3.11	32	4.39	11
13	2.98	33.5	2.26	42
28	2.98	33.5	3.76	34
10	2.90	35	4.11	26
40	2.86	36.5	3.62	36
34	2.86	36.5	4.38	12
37	2.85	38	3.76	35
7	2.82	39	4.33	15
43	2.78	40	4.29	19
15	2.74	41	3.83	33
17	2.62	42	3.29	40
21	1.94	43	3.47	37

$r_s = .4870$        $\alpha < .05$

A coefficient of concordance (W) was computed to determine the administrators' overall agreement, within the ranking of the 18 educational goal statements. This coefficient yields an index of the divergence of actual agreement shown within the group.

The test for significance, at the .05 level, was accomplished by means of chi-square. The magnitude of the achieved chi-square would indicate a significant relationship of agreement does exist among the administrators' rankings. Table XXVI shows the results of the computations of both administrators and Title IV committee members.

TABLE XXVI  
RESULTS OF (W) COEFFICIENT FOR THE ADMINISTRATORS  
AND TITLE IV RESPONDENTS

	Respondents	
	Administrators	Title IV
(W)	0.37	0.42
( $\chi^2$ )	845.43*	631.84*
(df)	127	84

$$*\chi_{sig}^2 \geq 132$$

The Title IV respondents show a significant relationship of agreement of somewhat greater degree than the administrator respondents. Therefore, a slightly moderate to moderate relationship does exist

within each of the two groups responding to the educational goals of schools serving Indian children.

#### Question VI

What is the extent of agreement within the groups and within Title IV parent advisory group in ranking the educational program needs of schools serving Indian children?

Again a coefficient of concordance (W) was computed within the respondent's ranking of the 43 need statements. Table XXVII will show the results of computations.

TABLE XXVII  
RESULTS OF (W) COEFFICIENT FOR EDUCATIONAL NEEDS  
AS SEEN BY ADMINISTRATORS AND  
TITLE IV RESPONDENTS

	Respondents	
	Administrators	Title IV
(W)	0.16	0.14
( $\chi^2$ )	858.77*	518.98*
(df)	127	84

$$*\chi_{sig}^2 \geq 132$$

The test for significance, at the .05 level, indicated a significant relationship of agreement does exist. However, it should be emphasized that a significant value of (W) does not mean that the orderings observed are correct. They may be incorrect with respect to some external criterion. Thus, it should be noted that the administrators' coefficient (W) was .02 higher than the Title IV members.

### Summary

The purpose of this study was to determine the perceptual pattern among the educational goals and program needs of schools serving American Indian students as seen by administrators and Title IV parent advisory committee members. Also, this study sought to examine the relationship between the two groups in ranking the goals and program needs of schools. Additional information toward the degree of association between the goals and program needs as seen by the two groups was examined.

R-analysis of educational goals for Indian education by administrators yielded five factors and by Title IV committee members yielded four factors.

The two groups' most heavy loaded factor concern goals relating to effective participation in a democracy.

The highest correlation for the administrators' group was found in Factor I which was goal A (learn how to be a good citizen). The highest correlation for the Title IV group was in Factor I which was goal G (understand and practice the skills of family living). Factor I accounted for 69.1 percent of variance for the administrators' group and

70.8 percent of variance for the Title IV group.

The second highest loaded factor concerned cognitive skill development for the administrator group and vocational training for the Title IV group. The highest correlated goal in Factor II was goal R (gain a general education) for the administrator group and goal O (gain information needed to make job selection). Factor II accounted for 10.2 percent of variance for the administrator group and 12.1 percent of variance for the Title IV group.

The R-analysis of educational need statements by administrators yielded 14 factors and the Title IV group yielded 15 factors. Each factor represents a tendency for the two groups to be interested or not interested in one need statement and to be correspondingly interested or not interested in another.

The Factor I for the administrator group shows a concern for direct Indian involvement in educational programs while Factor I for the Title IV clustered around provisions of special attention for Indian students.

The highest correlation in Factor I for the administrator group was need statement 15 (there should be Indian parent advisory groups to review all books and materials relating to Indian people). Factor I accounted for 33.4 percent of variance.

Factor I for the Title IV group shows a concern for provision of special attention for Indian students.

The highest correlation in Factor I for the Title IV group was need statement 24 (Indian students should be taught about their legal rights and their relationship to the federal government). Factor I accounted for 23.8 percent of variance.

The second highest loaded factor for the administrator group concerns needs for special programs geared to the special needs of Indian students. The highest correlated need statement was 27 (there should be a place in the school for Indian students to study and get help with their class). Factor II accounted for 13.5 percent of variance.

The second highest loaded factor for the Title IV group concerns developing special educational programs for Indian students. The highest correlated need statement was 41 (funding for Indian programs should be based on the number of Indian students regardless of financial need). Factor II accounted for 9.4 percent of variance.

There is a moderate and positive relationship between the two groups in ranking the ten most important goal statements. Also, there was a low to moderate relationship in ranking the 43 educational program need statements between the two groups.

The overall agreement within the administrator group in ranking all 18 goals was found to be moderate. While the Title IV group was slightly higher, the agreement was considered moderate.

A significant relationship did exist within each group's agreement in ranking the educational goals.

The overall agreement with the administrator group in ranking the 43 educational program need statements was found to be low. While the Title IV group was slightly lower, the actual agreement was considered low.

Even though the agreement is low, a significant relationship did exist within each group's agreement in ranking the 43 need statements.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### OVERVIEW

The public schools have been found negligent in addressing educational needs of Native American students. The passage of the Indian Education Act of 1972 attempted to open opportunities for new programs in schools with significant percentages of Indian student enrollment. Implementation of these programs is to be done with the cooperation of school administrators and parent advisory committees made up of at least 50 percent Indian-parent membership.

This study sought to explore what perceptual patterns exist as expressed in the educational goals and educational program needs as reported by the public school administrators and the Title IV parent advisory committee members. Also, this study sought to determine if a relationship existed between ranking of goals as seen by the two groups and if a relationship existed between ranking of education program needs as seen by the two groups. The degree of association within rankings of goals and program needs, by the two groups, was examined.

#### Findings

The findings of this study include the following:

1. The administrators' perceptual patterns in relation to the educational goals of schools serving Indian children were:



- A. Concern for effective participation in a democracy.
- B. Concern for cognitive skill development.
- C. Concern for developing a positive self-image.
- D. Concern for developing vocational skills.
- E. Concern for developing social skills.

The Title IV parent advisory committee members' perceptual patterns in relation to the educational goals of schools serving Indian children were:

- A. Concern for effective participation in a democracy.
- B. Concern for vocational training.
- C. Concern for development of skills to enter a changing world.
- D. Concern for educating for basic skills.

2. The administrators' perceptual pattern in relation to the educational programs of schools serving Indian children were:

- A. Concern for direct Indian involvement in educational programs.
- B. Concern for special programs geared to special needs.
- C. Concern for developing an educational interest in Indian students.
- D. Concern for providing accommodations to preservation of Indian cultural heritage.
- E. Concern for funding of programs based on actual student financial need.

The Title IV parent advisory committee members perceptual

patterns in relation to the educational programs of schools serving Indian children were:

- A. Concern for special attention for Indian students.
  - B. Concern for developing special educational programs for financially underprivileged Indian students.
  - C. Concern for special treatment of Indian students not extended to all students.
  - D. Concern for involved development of Indian cultural pride and heritage.
  - E. Concern involved field trips to places of Indian interest for all students.
- 3. There was a moderate and positive relationship between the administrators and Title IV parent advisory committee members in ranking the ten most important educational goals.
  - 4. There was a low to moderate relationship between the administrators and Title IV parent advisory committee members in ranking the 43 educational program needs.
  - 5. There was a low to moderate agreement within rankings of the educational goals by the administrators. There was a low to moderate agreement within rankings of the educational goals by the Title IV committee members.
  - 6. There was an extremely low to low agreement within ranking the educational program need statements by the administrators. There was an extremely low to low agreement within ranking of educational program need statements by the Title IV parent advisory committee members.

Based on these findings of this study, the following conclusions

are made:

1. The primary perceptual pattern of administrators and Title IV parent advisory committee consisted of goals for the schools which concern effective participation in a democracy. However, the administrators' perception reflect the society in general, while the Title IV committee reflect a goal statement dealing with the home and family living.
2. The secondary perceptual pattern of the administrators' consisted of goals in the cognitive area, while the Title IV group reflected concern for vocational training.
3. A direct concern for Indian involvement within schools was perceived as a program need by the administrators, while the Title IV group perceives the program needs as special attention toward Indian students.
4. Administrators and Title IV parent advisory committee members are generally in agreement when ranking the goals and program needs of schools serving Indian students.
5. The administrator group tended to agree in ranking the educational goals with a moderate degree of association. Also, the Title IV group tended to agree in ranking the goals with a moderate degree of association. Therefore, the two groups were using a similar criterion as a frame of reference.
6. The educational program needs of schools serving Indian students were ranked by the two groups using a somewhat different criterion reflecting their respective cultural background.

### Recommendations for Further Study

It would be appropriate for future research to:

1. Study the same school districts after Title IV programs have been in operation a greater length of time. Such a study would focus on the question of whether Title IV, Indian Education Act, actually lead to greater Indian parent input.
2. Replicate the present study to include another statistic, such as Q-analysis, in order to view the perceptual patterns of the respondents. This would allow for grouping the perceptions of the respondents, and not responses.
3. Conduct a study using the same instrument with a smaller geographic area instead of larger areas, such as a state. This would allow for population variances on a regional basis.
4. Conduct a study utilizing the reduced number of items for goal statements and educational program need statements. Such a study would allow local school administrators to conduct an assessment before and after applying for Title IV, IEA, funds.

A longitudinal evaluation of this type of study seems most important and would provide additional insights into the complexities of educational decision making regarding Indian education within the State.

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**APPENDIX A**

**INSTRUMENT**



OKLAHOMA STATE UNIVERSITY  
INDIAN EDUCATION NEEDS ASSESSMENT PROJECT

EDUCATIONAL GOALS

- A. Learn how to be a good citizen.
- B. Learn how to respect and get along with people who think, dress and act differently.
- C. Learn about and try to understand the changes that take place in the world.
- D. Develop skills in reading, writing, speaking and listening.
- E. Understand and practice democratic ideas and ideals.
- F. Learn how to examine and use information.
- G. Understand and practice the skills of family living.
- H. Learn to respect and get along with people with whom we work and live.
- I. Develop skills to enter a specific field of work.
- J. Learn how to be a good manager of money, property and resources.
- K. Develop a desire for learning now and in the future.
- L. Learn how to use leisure time.
- M. Practice and understand the ideas of health and safety.
- N. Appreciate culture and beauty in the world.
- O. Gain information needed to make job selections.
- P. Develop pride in work and a feeling of self-worth.
- Q. Develop good character and self-respect.
- R. Gain a general education.

OKLAHOMA STATE UNIVERSITY  
INDIAN EDUCATION NEEDS ASSESSMENT PROJECT

EDUCATIONAL GOALS FOR OKLAHOMA INDIAN STUDENTS

You have been given a list of educational goals for all Oklahoma students. As an Indian person, please list the ten most important goals for Indian students in order of importance to you. Use the letters of the goals to represent the goals themselves.

1 = Most important

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

OKLAHOMA STATE UNIVERSITY  
INDIAN EDUCATION NEEDS ASSESSMENT PROJECT

EDUCATIONAL PROGRAM NEEDS OF OKLAHOMA INDIAN STUDENTS

The following statements list possible educational needs of Oklahoma Indian students. Please indicate whether you agree that they are needs by checking the appropriate blanks.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
1. The school should include Indian values in their classes . . . . .	_____	_____	_____	_____	_____
2. Testing and guidance for choosing a career should be given to Indian students in school . . . . .	_____	_____	_____	_____	_____
3. There should be pre-school programs to meet the needs of Indian children . . . . .	_____	_____	_____	_____	_____
4. The school should provide classes in Indian history and culture . . . . .	_____	_____	_____	_____	_____
5. The school should include Indian heritage in art, history, social studies, sports and other classes .	_____	_____	_____	_____	_____
6. The school should have trained counselors that Indian students can talk to about personal and social problems . . . . .	_____	_____	_____	_____	_____
7. The school should provide Indian counselors for Indian students . . . . .	_____	_____	_____	_____	_____
8. Teachers and other personnel who work with Indian students should be trained to deal with the special needs of these students . . . . .	_____	_____	_____	_____	_____

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
9. The school should provide special classes in reading and writing for Indian students with English language problems	_____	_____	_____	_____	_____
10. The school should insure an opportunity for Indian children to study their own language(s) where possible . . . . .	_____	_____	_____	_____	_____
11. The school should provide training to Indian students in skills that could be useful to the community as a whole (for example, farming or business skills) . . . . .	_____	_____	_____	_____	_____
12. Indian students should be able to work outside the school and receive school credit for the work . . . . .	_____	_____	_____	_____	_____
13. The school should have only one plan of study for all students with no special programs or classes for Indian students . . . . .	_____	_____	_____	_____	_____
14. Indian sports, clubs, and music should be a part of the school activities . . . . .	_____	_____	_____	_____	_____
15. There should be Indian parent advisory groups to review all books and materials relating to Indian people . . . . .	_____	_____	_____	_____	_____
16. The school should provide transportation for all school related activities	_____	_____	_____	_____	_____
17. Indian students should be included in a special minority group program . . . . .	_____	_____	_____	_____	_____

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
18. The school should allow Indian students to express their cultures through dress and hair style from day to day . .	_____	_____	_____	_____	_____
19. The school should provide adult education for Indians in the community	_____	_____	_____	_____	_____
20. The school should provide free lunches and breakfasts for only those Indian students who cannot supply their own . .	_____	_____	_____	_____	_____
21. The school should provide free lunches and breakfasts for all Indian students . . . . .	_____	_____	_____	_____	_____
22. The school should provide books and supplies for Indian students who cannot supply their own . .	_____	_____	_____	_____	_____
23. Medical and dental examinations should be given to Indian students on a regular basis . . .	_____	_____	_____	_____	_____
24. Indian students should be taught about their legal rights and their relationship to the federal government . . . . .	_____	_____	_____	_____	_____
25. The school should provide a place for informal get-togethers for students .	_____	_____	_____	_____	_____
26. Tutors should be provided for students who need help with their classes .	_____	_____	_____	_____	_____
27. There should be a place in the school for Indian students to study and get help with their classes .	_____	_____	_____	_____	_____

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
28. A community center outside of the school for Indian students to study and get help with their classes should be provided . . . . .	_____	_____	_____	_____	_____
29. The school should allow Indian student input in developing programs which are meaningful and interesting to the students .	_____	_____	_____	_____	_____
30. There should be a follow-up program for dropouts to help them continue their education . . . . .	_____	_____	_____	_____	_____
31. The school should have regular individual teacher/parent conferences to work on individual student problems . . . . .	_____	_____	_____	_____	_____
32. Field trips to places of Indian interest should be available to all students	_____	_____	_____	_____	_____
33. An opportunity for Indian students to earn money through part-time work while completing school should be provided . . .	_____	_____	_____	_____	_____
34. An advisory board made up of members of the Indian community to oversee all educational programs that relate to Indian children should be formed . . . .	_____	_____	_____	_____	_____
35. An Indian parent advisory board should be formed to oversee the costs and financing of programs related to Indian students . . . . .	_____	_____	_____	_____	_____

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
36. The school should provide special classes for those Indian students having difficulty with arithmetic . . . . .	_____	_____	_____	_____	_____
37. Representatives from the tribes should be consulted about the costs and operations of Indian education programs . . .	_____	_____	_____	_____	_____
38. The school should provide vocational-technical education for those Indian students who want it . . . . .	_____	_____	_____	_____	_____
39. School administrators should have total control over the appropriation of Indian educational funds	_____	_____	_____	_____	_____
40. Funding for Indian programs should be based on the number of Indian students regardless of financial need . . . . .	_____	_____	_____	_____	_____
41. Funding for Indian programs should be based on actual financial needs of Indian students . . . . .	_____	_____	_____	_____	_____
42. For Indian students, the school's primary goal should be the teaching of basic skills in reading, writing, and arithmetic .	_____	_____	_____	_____	_____
43. Money appropriated under Indian education programs should be used only for Indian students . . . . .	_____	_____	_____	_____	_____

**APPENDIX B**

**LOCATION OF THIRTY-TWO PUBLIC SCHOOLS BY COUNTY**



THIRTY-TWO SCHOOLS SELECTED FOR PARTICIPATION IN  
THE STUDY

---

County	School District
<hr/>	
1. Adair	Stilwell
2. Atoka	Harmony
3. Bryan	Bennington
4. Blaine	Canton
5. Caddo	Anadarko
6. Canadian	Calumet
7. Carter	Ardmore
8. Cherokee	Tahlequah
9. Comanche	Cache
10. Cotton	Walters
11. Craig	Ketchum
12. Creek	Gypsy
13. Custer	Hammon
14. Delaware	Jay
15. Hughes	Holdenville
16. Kay	Ponca City
17. Kingfisher	Kingfisher
18. Kiowa	Hobart
19. Latimer	Buffalo Valley
20. McCurtain	Broken Bow
21. McIntosh	Eufaula
22. Noble	Red Rock

---

County	School District
<hr/>	
23. Okfuskee	Okemah
24. Oklahoma	Oklahoma City
25. Okmulgee	Morris
26. Osage	Fairfax
27. Pawnee	Pawnee
28. Pontotoc	Byng
29. Pottawatomie	Shawnee-Acme
30. Seminole	Wewoka
31. Sequoyah	Vian
32. Tulsa	Tulsa

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**APPENDIX C**

**TITLE IV QUESTIONNAIRE MEETINGS**

TABLE XXVIII

## TITLE IV QUESTIONNAIRE MEETINGS

Meeting Date and Place	Boards Invited	Boards Attending	Questionnaires Completed
1. 7-21-75 - Dale, Oklahoma (W)	Falls, Oklahoma Little Axe, Oklahoma Robin Hill, Oklahoma Noble, Oklahoma Choctaw, Oklahoma Dale, Oklahoma Shawnee, Oklahoma Wanette, Oklahoma Meeker, Oklahoma	Falls, Oklahoma Lakeview, Oklahoma Meeker, Oklahoma Wanette, Oklahoma	6
2. 7-24-75 - Tonkawa, Oklahoma (W)	Tonkawa, Oklahoma Enid, Oklahoma Pawnee, Oklahoma Ralston, Oklahoma	Pawnee, Oklahoma Tonkawa, Oklahoma	1
3. 7-29-75 - Carnegie, Oklahoma (W)	Carnegie, Oklahoma Apache, Oklahoma Anadarko, Oklahoma Binger, Oklahoma Broxton, Oklahoma Cyril, Oklahoma Eakly, Oklahoma Ft. Cobb, Oklahoma Lookeba, Oklahoma Hobart, Oklahoma Boone, Oklahoma	Carnegie, Oklahoma Apache, Oklahoma Anadarko, Oklahoma Boone, Oklahoma Broxton, Oklahoma	14

TABLE XXVIII (Continued)

Meeting Date and Place	Boards Invited	Boards Attending	Questionnaires Completed
4. 8-5-75 - Watonga, Oklahoma (W)	Watonga, Oklahoma Canton, Oklahoma Geary, Oklahoma Longdale, Oklahoma El Reno, Oklahoma Kingfisher, Oklahoma Seiling, Oklahoma Arapaho, Oklahoma Custer, Oklahoma Hammon, Oklahoma Thomas, Oklahoma Weatherford, Oklahoma Calumet, Oklahoma	Watonga, Oklahoma Geary, Oklahoma Calumet, Oklahoma Weatherford, Oklahoma Canton, Oklahoma	8
5. 8-19-75 - Cache, Oklahoma (W)	Cache, Oklahoma Indianahoma, Oklahoma Lawton, Oklahoma Medicine Park, Oklahoma Elgin, Oklahoma Sterling, Oklahoma Marlow, Oklahoma Walters, Oklahoma Grandfield, Oklahoma Southside (Altus), Okla. Frederick, Oklahoma	Cache, Oklahoma Lawton, Oklahoma Walters, Oklahoma Southside (Altus), Okla. Elgin, Oklahoma Marlow, Oklahoma Medicine Park, Oklahoma	17
6. 6-12-75 - Stilwell, Oklahoma (E)	Stilwell, Oklahoma	Stilwell, Oklahoma	7

TABLE XXVIII (Continued)

Meeting Date and Place	Boards Invited	Boards Attending	Questionnaires Completed
	Cave Springs, Oklahoma Watts, Oklahoma Dahlongegah, Oklahoma Greasy, Oklahoma Christie, Oklahoma Peavine, Oklahoma Westville, Oklahoma Zion, Oklahoma	Cave Springs, Oklahoma Peavine, Oklahoma Greasy, Oklahoma Watts, Oklahoma Dahlongegah, Oklahoma	
7. 6-17-75 - Miami, Oklahoma (E)	Miami, Oklahoma Commerce, Oklahoma Quapaw, Oklahoma Afton, Oklahoma Wyandotte, Oklahoma Turkey Ford, Oklahoma	Miami, Oklahoma Turkey Ford, Oklahoma Wyandotte, Oklahoma	5
8. 7-1-75 - Bristow, Oklahoma (E)	Bristow, Oklahoma Sapulpa, Oklahoma Mannford, Oklahoma Stroud, Oklahoma Mason, Oklahoma Castle, Oklahoma Okemah, Oklahoma Weleetka, Oklahoma	Bristow, Oklahoma Stroud, Oklahoma Castle, Oklahoma Mason, Oklahoma Okemah, Oklahoma Sapulpa, Oklahoma	16
9. 7-8-75 - Seminole, Oklahoma (E)	Seminole, Oklahoma Pleasant Grove, Oklahoma Varnum, Oklahoma	Wewoka, Oklahoma Seminole, Oklahoma Vamoosa, Oklahoma	9

TABLE XXVIII (Continued)

Meeting Date and Place	Boards Invited	Boards Attending	Questionnaires Completed
	Strother, Oklahoma Wewoka, Oklahoma Sasakwa, Oklahoma Paden, Oklahoma Vamoosa, Oklahoma	Pleasant Grove, Oklahoma	
10. 8-14-75 - Durant, Oklahoma (E)	Durant, Oklahoma Caddo, Oklahoma Achille, Oklahoma Colbert, Oklahoma Bennington, Oklahoma Boswell, Oklahoma	Durant, Oklahoma Bennington, Oklahoma Boswell, Oklahoma	7
TOTALS	85	45	90

**APPENDIX D**

**COMPARABLE ANALYSIS OF TITLE IV PART A**

**PROJECTS FOR FISCAL YEARS**

**1973 AND 1974**



PLEASE NOTE:

Dissertation contains small  
and indistinct print.  
Filmed as received.

UNIVERSITY MICROFILMS.

TABLE XXIX

## COMPARABLE ANALYSIS OF PART A PROJECTS FOR FISCAL YEARS 1973 AND 1974

	1973-74 School Districts Funded	1974-75 School Districts Funded	Percent Increase	FY 1973-74 Funding	FY 1974-75 Funding	Percent Increase	(In Funded Districts) 1973-74 Indian Student Enrollment	(In Funded Districts) 1974-75 Indian Student Enrollment	Percent Increase	FY 1973-74 Expenditures Per Indian Pupil	FY 1974-75 Expenditures Per Indian Pupil	Decrease in Number of Students	Increase in Number of Students
Alabama		3	300		\$ 32,165.78	100	81	433	435		\$ 74		352
Alaska	9	25	177	\$ 1,532,982.28	3,706,936.07	142	10,757	18,371	70	\$143	202		7,614
Arizona	24	49	104	1,440,024.19	2,217,633.05	154	19,292	21,482	11	75	103		2,190
California	17	122	617	107,715.45	1,223,819.22	1004	1,273	10,466	722	85	117		9,193
Connecticut	1		0	3,191.00			32			100		32	
Colorado	4	8	100	47,616.22	114,092.75	140	594	1,025	73	80	111		431
Florida	2	5	150	14,844.49	57,610.30	288	190	541	185	78	106		351
Georgia		1	100		1,752.82	100		22	100		80		22
Idaho	4	5	25	35,502.37	82,770.57	133	583	1,003	72	61	83		420
Illinois	1	2	100	14,899.67	161,326.32	983	150	1,250	733	99	129		1,100
Iowa	1	3	200	18,912.42	60,304.90	219	219	505	131	86	119		286
Kansas	2	5	150	13,611.27	99,439.54	631	174	952	447	78	104		778
Louisiana	1	8	700	6,320.02	308,997.34	4790	85	3,011	3442	74	103		2,926
Maine	2	9	350	10,588.74	51,582.42	387	148	520	251	72	99		372
Maryland	1	1		51,888.33	71,544.71	38	527	527		98	136		
Massachusetts		1	100		4,501.67	100		38	100		118		38
Michigan	13	85	554	113,915.42	839,544.22	637	1,179	6,285	433	97	134		5,106
Minnesota	18	41	128	669,760.21	1,190,175.19	778	6,710	8,703	30	100	137		1,993
Montana	28	34	21	480,590.30	872,825.67	82	6,039	8,094	85	80	108		2,055
Nebraska	4	11	175	18,790.53	167,056.90	989	233	1,533	558	81	109		1,300
Nevada	1	11	1000	15,625.59	294,617.77	1786	202	2,625	1199	77	96		295
New Mexico	13	14	8	1,391,986.25	1,920,983.99	38	19,642	19,937	2	71	96		295
New York	10	12	20	330,222.67	662,314.22	100	2,202	3,394	54	150	195		1,192
North Carolina	17	19	12	832,390.11	1,145,461.09	38	12,871	13,752	7	65	83		881
North Dakota	13	17	31	198,038.36	371,286.75	87	2,845	3,923	38	70	95		1,078
Ohio	2	2		29,029.39	37,642.14	30	381	363		76	104	18	
Oklahoma	165	205	24	1,650,210.19	4,296,848.94	160	25,826	50,148	94	64	86		24,322
Oregon	2	9	350	76,582.97	267,951.90	250	808	2,048	153	95	130		1,240
South Carolina		1	100		4,666.97	100		58	100		80		58
South Dakota	17	29	71	484,073.86	825,443.17	71	6,579	8,827	34	74	94		2,248
Texas		4	400		75,350.07	100		815	100		92		815
Utah	6	10	67	155,235.44	263,458.35	70	2,358	2,914	24	66	90		556
Virginia		2	200		8,227.21	100		80	100		103		80
Washington	29	67	131	699,674.57	1,523,920.56	118	7,907	12,755	61	88	119		4,848
West Virginia	1	1		1,507.97	3,140.34	108	22	34	55	69	92		12
Wisconsin	22	28	27	421,688.38	749,332.22	78	4,495	5,761	28	94	130		1,266
Wyoming	5	5		84,961.45	94,793.42	12	974	743		87	128	231	
TOTALS	435	854	96	\$10,952,366.00	\$23,809,518.54	117	35,297	212,938	57	\$ 81	\$117	281	75,713

## APPENDIX E

### REPORTED INDIAN PUPIL ENROLLMENT BY STATES

TABLE XXX  
REPORTED INDIAN PUPIL ENROLLMENT BY STATES

State	Number of Eligible Districts FY 1974	Projects Funded FY 1974	Indian Pupil Enrollment		
			FY 1973	FY 1974	FY 1975
*Alabama	7	3	81	801	1,301
Alaska	32	25	15,888	18,990	61,928
Arizona	121	49	26,798	28,847	31,469
*Arkansas	11		519	448	1,246
*California	582	122	15,417	18,250	30,854
Colorado	34	8	2,309	2,377	2,627
Connecticut	19		303	209	445
Delaware	3		55	99	85
D.C.	1		18	25	28
Florida	38	5	2,390	2,137	2,806
Georgia	10	1	408	326	368
*Hawaii	1		0	0	73
Idaho	33	5	1,856	2,368	2,400
Illinois	23	2	2,204	2,059	2,059
Indiana	35		853	928	1,140
Iowa	16	3	664	822	833
Kansas	36	5	1,400	2,049	2,075
*Kentucky	3		44	251	384
*Louisiana	17	8	234	3,509	4,803
*Maine	17	9	239	601	686
Maryland	10	1	1,660	1,200	1,354
Massachusetts	16	1	278	459	459
*Michigan	150	85	4,554	7,827	13,015
Minnesota	117	41	9,660	10,170	11,385
*Mississippi	7		68	79	177
Missouri	21		934	918	872
Montana	80	34	10,795	12,036	11,207
Nebraska	28	11	2,826	1,958	2,082
Nevada	14	11	2,728	2,764	2,810
New Hampshire	2		23	13	23
New Jersey	13		290	216	224
New Mexico	28	14	21,883	23,074	23,964
New York	34	12	5,692	5,507	6,118
North Carolina	40	19	14,312	14,726	15,045
North Dakota	36	17	3,187	4,986	4,303
Ohio	18	2	1,017	1,004	942
Oklahoma	593	205	40,260	69,838	86,688
Oregon	50	9	2,367	3,570	3,919
*Pennsylvania			199	314	818
Rhode Island	10		158	210	199
South Carolina	11	1	395	391	415
South Dakota	70	29	7,956	10,139	10,343

TABLE XXX (Continued)

State	Number of Eligible Districts FY 1974	Projects Funded FY 1974	Indian Pupil Enrollment		
			FY 1973	FY 1974	FY 1975
Tennessee	8		193	154	233
Texas	60	4	2,502	2,849	2,549
Utah	30	10	4,447	4,367	4,226
Vermont	2		22	20	20
Virginia	22	2	937	1,060	1,024
Washington	169	67	12,635	15,408	18,114
West Virginia	5	1	172	126	128
Wisconsin	99	28	6,098	7,317	7,847
Wyoming	10	5	1,219	1,189	1,382
TOTALS	2,829	854	231,147	288,984	334,495

\* FY 1975 enrollments have more than doubled since FY 1973.

**APPENDIX F**

**EIGENVALUES AND VARIANCE OF EDUCATIONAL GOALS  
ACCOUNTED FOR IN THE UNROTATED FACTOR  
MATRIX USING PRINCIPAL FACTOR**

TABLE XXXI

EIGENVALUES AND VARIANCE OF EDUCATIONAL GOALS  
ACCOUNTED FOR IN THE UNROTATED FACTOR  
MATRIX USING PRINCIPAL FACTOR

Factor	Eigenvalue	Pct. of Var.	Cum. Pct.
Title IV			
1	6.91874	70.8	70.8
2	1.18192	12.1	82.9
3	0.85307	8.7	91.6
4	0.81942	8.4	100.0
Administrators'			
1	6.42869	69.1	69.1
2	0.94985	10.2	79.3
3	0.79265	8.5	87.8
4	0.60492	6.5	94.3
5	0.52933	5.7	100.0

## APPENDIX G

### EIGENVALUES AND VARIANCE OF EDUCATIONAL PROGRAM NEEDS IN THE UNROTATED FACTOR MATRIX USING PRINCIPAL FACTOR



TABLE XXXII

EIGENVALUES AND VARIANCE OF EDUCATIONAL PROGRAM  
NEEDS IN THE UNROTATED FACTOR MATRIX  
USING PRINCIPAL FACTOR

Factor	Eigenvalue	Pct. of Var.	Cum. Pct.
Title IV			
Parent Advisory Committee Members			
1	6.42845	23.8	23.8
2	2.53059	9.4	33.2
3	2.46473	9.1	42.3
4	2.15661	8.0	50.3
5	1.75257	6.5	56.7
6	1.67395	6.2	62.9
7	1.62118	6.0	68.9
8	1.41284	5.2	74.2
9	1.26299	4.7	78.8
10	1.18556	4.4	83.2
11	1.10280	4.1	87.3
12	1.01167	3.7	91.0
13	0.84620	3.1	94.2
14	0.80623	3.0	97.2
15	0.76700	2.8	100.0
Administrators'			
1	8.59883	33.4	33.4
2	3.46451	13.5	46.9
3	2.19449	8.5	55.4
4	1.81460	7.1	62.5
5	1.50686	5.9	68.3
6	1.44309	5.6	73.9
7	1.12356	4.4	78.3
8	1.03884	4.0	82.3
9	0.91478	3.6	85.9
10	0.90173	3.5	89.4
11	0.79640	3.1	92.5
12	0.72772	2.8	95.3
13	0.61601	2.4	97.7
14	0.59392	2.3	100.0

VITA 2

James D. Farrell

Candidate for the Degree of

Doctor of Education

Thesis: PERCEPTUAL PATTERNS OF ADMINISTRATORS AND TITLE IV ADVISORY  
COMMITTEE MEMBERS REGARDING EDUCATIONAL GOALS AND PROGRAM NEEDS  
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